DOCUMENT RESUME

ED 222 230 JC 820 497

TITLE Collection Development Statement.
INSTITUTION Saint Louis Community Coll., Mo.
PUB DATE 82
NOTE 13p.; Prepared by Instructional Resources.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Libraries; Community Colleges; Cooperative Planning; Equipment Standards; *Library Acquisition; Library Cooperation; Library Equipment; *Library Material Selection; Multicampus Colleges; Two Year Colleges

ABSTRACT

Prepared jointly by the instructional resources staff at all three campus locations and the administrative center of St. Louis Community College (SLCC), this handbook defines SLCC's collection development program and offers college-wide guidance for the acquisition of appropriate instructional materials and equipment and for the reevaluation and maintenance of these items. Following introductory material, the philosophy and mission of SLCC and the objectives of its instructional resources and collection development programs are specified. The next sections establish the locus of responsibility for collection development, provide a description of the clientele served, and review the school's philosophy of service with respect to instructional resources. After affirming the commitment of the instructional resources program to intellectual freedom, the handbook presents the standards and guidelines developed for instructional resources and indicates which materials are under the jurisdiction of the program. Next, the criteria for materials selection and evaluation, the definition of equipment, and the criteria for its selection are presented. The final sections outline budgetary responsibilities, procedures for networking with other libraries and institutions, policies on gifts, and the provision for the annual review of the collection development handbook. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222230

Collection Development Statement

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Pamela Swinford

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

St. Louis Community College
Instructional Resources
1982

JC 820 497

TABLE OF CONTENTS

I. Introduction 2
II. Philosophy and Mission of the College 3
III. Objectives of the Instructional Resources Program 3
IV. Objectives of the Collection Development Program 4
V. Responsibility for Collection Development 4
VI. Description of the Clientele Served 5
VII. Philosophy of Service 5
VIII. Intellectual Freedom 6
IX. Standards 7
X. Definition of Materials 7
XI. Criteria for Selection of Materials 8
XII. Definition of Equipment 9
XIII. Equipment Selection Criteria 9
XIV. Budget 10
XV. Networking 10
XVI. Gifts 11
XVII. Provision for Review 11

I. INTRODUCTION

St. Louis Community College has three campus locations and an Administrative Center. The campuses at Florissant Valley, Forest Park, and Meramec are responsible for the development of traditional programs and collectively offer more than 80 career curriculum options, 11 college parallel curricula (including general education) and a broad range of skills/development studies opportunities and adult/continuing education courses.[1] A College-wide Institute for Continuing Education is responsible for the development of career supplemental programs and for alternative (non-traditional) credit and community service programs. The Institute offers these programs at more than 50 off-campus sites in addition to the campus locations.

Within St. Louis Community College, Instructional Resources has been assigned the responsibility for the development of library and media services which support the instructional goals of the College. Each campus has an Instructional Resources division with a technical services department located at the Administrative Center.

Instructional Resources has collection development as one of its most important tasks. Collection development includes the selection of appropriate instructional material and equipment and, also, the continued re-evaluation and maintenance of these items.

The purpose of this statement is to develop a College-wide document which will define the collection development program and will provide necessary guidance for building and maintaining the material and equipment collections. By clearly defining this process, we hope to use this document as support for our budget requests.

This document was prepared as a joint effort by the Instructional Resources staffs from all locations and promotes the cooperative efforts of the College in regard to collection development. We hope that this document will serve as a means of informing faculty, administrators, accrediting agencies, and other interested parties of the commitment Instructional Resources has made to the unified approach to the selection and re-evaluation process.

---

[1]St. Louis Community College. **Five-Year Strategic Planning Statement**, rev., March, 1980.

II. PHILOSOPHY AND MISSION OF THE COLLEGE

St. Louis Community College recognizes the dignity and worth of all human beings and believes that post-secondary education should be available to all who can benefit from it. The College further believes that education should be a rewarding experience offered in an environment that fosters the growth and well-being of all members of the community it serves.

Therefore, St. Louis Community College accepts a responsibility for developing and maintaining appropriate educational programs and supportive services responsive to the needs of persons beyond high school age and of the community it serves. To meet these needs, the College will offer accessible, high quality educational programs and services including developmental courses, college transfer, career, and general education courses and curricula through the associate degee. In addition, the College will provide a comprehensive program of student and community services and continuing education. The College will seek to achieve this mission within the limits of its legal and fiscal capabilities. (Board Policy 2.1.)

III. OBJECTIVES OF THE INSTRUCTIONAL RESOURCES PROGRAM

The "philosophy and mission statement" in Board Policy is further defined by goals and objectives. The following statements are taken from that list and reflect the objectives of the instructional resources program:

8. Encourage and support experimentation and innovation in course design and instructional methodology.
13. Maintain adequate and up-to-date instructional resource centers.
14. Provide equipment and materials that support traditional as well as changing and new educational technologies.
15. Provide instructional support services to students and staff in the use of educational media and technology.
16. Encourage cooperative programs among area library and media resource agencies.
17. Disseminate, on a College-wide scale, the results and implications of educational research and experiments.
27. Offer special services for handicapped students in cooperation with appropriate agencies.
31. Assist students in discovering and developing the attitudes and skills necessary to achieve their educational goals.
33. Provide an adequate administrative, instructional, counseling, and support staff to fulfill the mission of the College. (Board Policy 2.1.)

IV. OBJECTIVES OF THE COLLECTION DEVELOPMENT PROGRAM

The Collection Development Program is an ongoing activity which is designed to meet the following objectives:

1. To provide materials and equipment to support and meet the instructional, institutional, and individual needs of students, faculty, and staff.
2. To provide a mechanism for instructional faculty participation in the development of the collection.
3. To provide an integrated collection of print and nonprint materials.
4. To provide quantitative and philosophical diversity/balance in relation to curricula, programs, course, and personal development needs of the students, faculty, and staff.
5. To respond to the heterogeneity of the student body.
6. To provide centralized collections when appropriate.
7. To provide a basis for evaluation of the collection College-wide as well as at each campus location.
8. To respond to the local and regional resources available to students, faculty, and staff.
9. To provide the basis for budget planning and use for the current and future years.

V. RESPONSIBILITY FOR COLLECTION DEVELOPMENT

Ultimate responsibility rests with the Associate Deans for Instructional Resources and the Director of Instructional Resources Technical Services. Instructional Resources Directors are usually delegated the administrative responsibility of the collection development program. Instructional Resources faculty and classroom faculty are assigned selection responsibilities per Board Policy:

> For full-time faculty in Instructional Resources assigned to Library Services, these duties and responsibilities may include . . . (2) evaluation and selection of materials for the library collection. (Board Policy 3A.3.1.D.)
>
> For full-time faculty in Instructional Resources assigned to Library, Media or Television Services, these duties and responsibilities may include . . . (2) coordinating the selection and acquisition of commercially prepared media materials . . . (Board Policy 3A.3.1.E.)
>
> For full-time instructional faculty, these duties and responsibilities include . . . (6) participation in departmental selection of course text, instructional equipment, library books, and nonprint resource materials . . . (Board Policy 3A.3.1.B.)

Instructional Resources faculty are assigned responsibility for the development of one or more subject areas of the collection. To insure that the materials they select support the curricula, the Instructional Resources faculty consult with instructional faculty in the divisions/departments representing their assigned subject areas and they may

also attend those divisions' and departments' meetings as needed.

The Instructional Resources faculty encourage the participation of all segments of the College community in the collection development program by: routing review materials to the instructional faculty, inviting instructional faculty to preview and evaluate nonprint materials, consulting with the instructional faculty when they are re-evaluating the collection, and by inviting requests for new materials from staff and students.

VI. DESCRIPTION OF THE CLIENTELE SERVED

Instructional Resources' clientele is composed of the student body, the College's faculty and staff, and residents of the community.

Because the St. Louis Community College offers an open-door admissions policy as well as a wide variety of educational programs, its student body is a diverse group of individuals. The students are as diverse in their personal goals as they are in their educational goals. There are full-time students attending college parallel courses during the day session, students with full-time jobs attending evening classes on a part-time basis, students enrolled in technical and vocational programs, as well as those enrolled in non-credit, continuing education courses.

Although the student body is heterogeneous, certain characteristics and trends of the student body as a whole can be identified. Many of the students are in transition; they have made the decision to attend school in response to circumstances in their lives such as a job change, new interests, a divorce, or retirement. Not only are the individuals in transition, but the student body as well. The average age of students has been increasing steadily over the years; presently it is about 25 years. There are now more part-time students than full-time students and more women than men attending the College. Greater numbers of students are attending classes at off-site locations and the numbers of physically-handicapped and educationally-disabled students have been increasing.

VII. PHILOSOPHY OF SERVICE

The services and the collection of Instructional Resources are available to some degree to all members of the College community: students, faculty, staff, and the community.

In the use of Instructional Resources materials, the Instructional Resources faculty work with the students and serve as adjunct teachers for all departments, acting as interpreters and intermediaries between professor and students. The Instructional Resources faculty member has a unique opportunity to help students expand their intellectual horizons, see relationships between the various areas of their studies, appreciate resource materials as a means of intellectual stimulus and growth, clarify student assignments, learn expert use of the library's resources, and become aware of the utility of individual reference works.

Service equal to this, but understood to be on a less frequent basis and of a different nature, is afforded faculty and staff. For these groups, searches are made which support the process of instruction, the smooth flow of administration, and the overall objectives of the College. Personal information needs of faculty and staff of necessity are given secondary attention. Instructional Resources staff stay abreast of the resources in the area; thus the research needs of faculty, staff, and students beyond the capabilities of the campus Instructional Resources may be appropriately referred to special collections in area libraries.

Community residents as taxpayers are served as their needs require and as reference staff time allows. A significant part of service to community residents is instruction in the purposes and proximity of libraries more primary to their needs.

VIII. INTELLECTUAL FREEDOM

Implementation of the concept of academic freedom in Instructional Resources involves selecting some materials which may be considered controversial by some individuals or groups. Reasons often cited for materials considered offensive may include profanity, divergent viewpoints, controversial authors, sexual explicitness, use of non-standard English and dialects, and violence and criminal acts. The acquisition of such material does not imply approval or endorsement of contents. These materials are acquired to support the curriculum and to represent all sides of controversial issues. The selection criteria used by St. Louis Community College must remain broad and flexible in order to provide a collection which supports the broad range of academic programs and diverse backgrounds of its clientele.

Procedures for handling complaints include allowing citizen(s) to complete a form requesting that the material be reconsidered and appropriate administrative review. The form used, "Request for Reconsideration of Library Materials," is one modified from a National Council of Teachers of English form by the American Library Association. It is not an official document of the Association. The form is available at each Instructional Resources location of the College.

To complement the statement in Board Policy on academic freedom, Instructional Resources also affirms the principles contained in the "Library Bill of Rights" and "Freedom to View."[2] The "Library Bill of Rights" is the American Library Association's official statement regarding free inquiry and sets forth the basic policies which govern the librarian in the selection of library materials, the attitude toward the censorship of materials, and the right of free access to ideas and freedom.[3] The "Freedom to View" statement has been adopted by the executive board of the Educational Film Library Association and the Association for Educational Communications and Technology. This statement sets forth free inquiry in regard to audiovisual materials.

---

[2] "Library Bill of Rights," adopted by the American Library Association, June 18, 1948. Amended February 2, 1961, June 27, 1967, and January 23, 1980 by the ALA Council. "Freedom to View," adopted by the Board of Directors of the Association for Educational Communications and Technology, December 1, 1979. (Copies of both documents are available at each Instructional Resources location.)

[3] Jean Key Gates, **Introduction to Librarianship** (New York: McGraw-Hill, 1968), p. 109.

IX. STANDARDS

Two sets of guidelines have been developed which provide a means of comparing individual facilities, staffs, and materials with recommended minimum and maximum levels of adequacy. Instructional Resources supports both sources in regard to the statements on collection development. "Guidelines for Two-Year College Learning Resources Programs" provide guidance in the selection of equipment in Section III, H-J and materials in Section D, 1-14.[4] This document is well recognized and has been approved by the American Library Association, the American Association of Community and Junior Colleges, and the Association for Educational Communication and Technology. The second source, "Statement on Quantitative Standards for Two-Year Learning Resources Programs," has been approved by the Association of College and Research Libraries, which is a division of the American Library Association.[5]

College activities which use the guidelines cited above include the curriculum proposals submitted to the Coordinating Board of Higher Education and self-studies written for accrediting associations. The Coordinating Board's "Program Review Policies and Procedures" specifically requests that the library be evaluated according to the "standards of the Association of College and Research Libraries or any other recognized measure . . ."[6] Accreditation self-studies often ask for a general measure of the collection along with specific questions related to materials for the program being evaluated.

The guidelines are used internally for planning and evaluation.

---

[4] "Guidelines for Two-Year College Learning Resources Programs," approved by the Association of College and Research Libraries Board of Directors, June 30, 1981. (Copies of this document are available at each Instructional Resources location.)

[5] "Statement on Quantitative Standards for Two-Year Learning Resources Programs," approved by the Association of College and Research Libraries Board of Directors, June, 1979. (Copies of this document are available at each Instructional Resources location.)

[6] "Program Review Policies and Procedures," adopted by the Coordinating Board for Higher Education, Missouri Department of Higher Education, September, 1978, p. 15.

X. DEFINITION OF MATERIALS

Materials which are under the jurisdiction of Instructional Resources are those print and nonprint materials which are specifically designed to support the instructional objectives of the College and the instructional resources program. These materials include books, periodicals and other serials, government documents, pamphlets, technical and research reports, microforms, sound recordings, films, video recordings, pictures, slides, photographs, kits, realia, etc., regardless of whether they are obtained by purchase, lease, rental, loan, gift, exchange, or local production.

Materials which are not under the jurisdiction of Instructional Resources include textbooks, laboratory manuals, desk copies, and consumable instructional supplies which are all independent of the Instructional Resources program.

Individual judgment often must be exercised to determine the purpose of instructional materials.

XI. CRITERIA FOR SELECTION OF MATERIALS

The Instructional Resources staff selects print and nonprint materials from professional selection tools, professional journals, standard bibliographies and, in some cases, from publishers' catalogs.

The following criteria are used to evaluate materials considered for addition to the collection:

1. Appropriateness of the medium.
2. Correlation to the existing collection.
3. Literary style and quality.
4. Author's expertise.
5. Technical quality.
6. Organization.
7. Timeliness/permanence.
8. Insight into the human condition.
9. Scarcity of material available on the subject.
10. Demand.
11. Price/relative cost of material in relation to the budget and other available materials.
12. Appropriateness of material for the clientele.
13. Relevance to instructional needs.

Re-Evaluation is the regular and continuous process of selecting material that is worn, out of date, inaccurate, or no longer circulating, for withdrawal from Instructional Resources holdings.

Materials in the collection are subject to the same evaluation criteria applied to acquisitions. Circulating and reference works which have been superceded or are found to contain inaccurate (e.g., errors of fact in technical subject areas) or poorly presented information, or otherwise fail to fulfill the collection's purposes will be removed from the collection. Teaching departments are consulted for this process. All withdrawals are subject to approval of the Director of Library Services and/or Media Services. Withdrawn titles are discarded or recycled.

Titles withdrawn because of loss, damage, or general condition are considered for replacement. Classics are replaced whenever possible in improved format or edition.

The same considerations applied in original selection apply to replacements. In addition, other factors must be considered:

1. Availability of newer and better materials in the field.
2. The value of the individual title, whether for literary quality, subject appeal, or authority and importance of the author.
3. Requests for the title or subject.

XII. DEFINITION OF EQUIPMENT

Instructional Resources equipment is the non-consumable device that facilitates the use of those instructional materials which require equipment to make them visible and/or audible. Included in this equipment group are projectors and audio and visual playback machines.

Instructional Resources equipment also includes that equipment necessary to locally produce materials in support of the instructional goals of the College. Included in this group are video and audio recorders, cameras, and all other peripheral support equipment. Instructional Resources selects that equipment which supports the Instructional Resources goals and objectives.

XIII. EQUIPMENT SELECTION CRITERIA

Instructional Resources equipment must have campus-wide use or potential for campus-wide use. The equipment must perform to accepted standards. Materials used on the equipment shall be available from more than one vendor. Equipment for use by patrons shall be easy to operate with a minimum of training.

If an industry or educational standard format is available, Instructional Resources shall endeavor to select equipment that conforms to that format. If no standard format exists, the Instructional Resources staff will attempt to select that equipment which appears to have the best chance for success in the marketplace.

Additional criteria shall include:

1. Durability: The equipment shall be designed to withstand use by many different operators and withstand normal instructional use.
2. Maintainability: The equipment shall be maintained by Instructional Resources staff or maintenance contracts shall be available at reasonable cost.
3. Relevance to instructional needs.

Equipment purchased by other departments:

1. Instructional Resources will attempt to provide assistance to departments requiring specialized media equipment.
2. Instructional Resources will make recommendations regarding existing campus inventory of equipment to insure compatibility and lower cost of parts and supply stocks.
3. Instructional Resources will provide maintenance on all equipment purchased through Instructional Resources and on that equipment purchased with restricted funds per Instructional Resources developed specifications.

XIV. BUDGET

Instructional Resources at each location is responsible for developing and defending a proposed budget according to the College-wide principles set forth each year. Customarily, the basis for this proposal is the previous budget with estimated adjustments upward to counteract the rate of inflation. In addition, any extraordinary support which may be needed for new courses and new curricula or a marked shift in student population needs must be taken into account. Participation in curriculum committees, Instructional Resources staff contact with classroom and laboratory faculty, and needs of students documented through reference interviews aid in the determination of areas requiring special attention.

Instructional Resources does not allocate specific amounts of its materials budget to the individual subject areas of the collection. This allows for the accommodation of unanticipated changes in the curricula and in patron demand. The needs of the various subject areas in the collection vary considerably; flexibility allows, ultimately, for better service in all areas.

Only in exceptional circumstances do other divisions/departments provide for instructional materials; when this occurs, appropriate budget transfers are made.

XV. NETWORKING

Interlibrary loan can be defined as the process in which library materials of one library are made available to another library for use by their patrons. On the College level, the three campus libraries make their materials available to each other through interlibrary loan. Those materials unavailable within the College are obtained for students, faculty, and staff by the College's Instructional Resources Technical Services Department from the appropriate lending institution. Materials requested on interlibrary loan are limited to those materials the library does not own and which cannot be obtained at a moderate cost. All interlibrary loan requests are made in consideration of the copyright law, the American Library Association's Interlibrary Loan Code, and the policies of the lending institution, network, or cooperative system. The College's memberships in the Higher Education Center/Learning Resources Council and the St. Louis Regional Library Network enable students, faculty, and staff to utilize the collections of other participating institutions. Direct borrowing privileges are available for full-time faculty, administrators and professional librarians through the Learning Resources Council's Reciprocal Borrowing Program and for faculty, staff and students through the St. Louis Regional Library Network's InfoPass Program.

The reference librarians at each location determine the appropriate method for securing materials from other libraries and make the necessary arrangements for doing so.

XVI. GIFTS

1. All gifts are accepted in accordance with the College's Board Policy 2.10.
2. Gifts are evaluated by the same criteria applied to other acquisitions.
3. Monetary value will not be assigned to any gift for income tax deduction purposes, or for any other purpose.
4. Gifts of equipment will be evaluated by the same criteria applied to materials gifts.
5. The cost of maintenance and operation of equipment will be a consideration in the evaluation of proposed gifts of equipment.

XVII. PROVISION FOR REVIEW

This document will be reviewed annually by the Library Services Committee.

This statement has been approved by:
Library Services Committee - April 8, 1981
District Instructional Resources Committee - April 22, 1981
District Instructional Services Committee - August 28, 1981
College-Wide Council - November 19, 1981
Chancellor's Council - December 9, 1981

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

DEC 3 1982